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ABSTRACT

This handbook for kindergarten through grade eight provides instructional objectives for student mastery in the basic skills of reading, mathematics, written communication, and oral communication. The section on reading is divided into the following strands: word identification skills; vocabulary skills; comprehension (literal, inferential, and critical reading); study skills (research skills, book parts, and pictorial aids); and literary skills (literary forms, literary types, elements of literature, and styles and devices). The book emphasizes decoding and comprehension skills through a multimedia approach. The section on mathematics addresses skills in the areas of problem solving; applying mathematics to everyday situations; alertness to the reasonableness of results; estimation and approximation; appropriate computational skills; geometry; measurement; reading, interpreting, and constructing tables, charts, and graphs; using mathematics to predict; and computer literacy. Strands for the section on written communication include capitalization, punctuation, grammar, sentence structure, penmanship, written expression, creative writing, and spelling. The last section, on oral communication, places emphasis on acquiring conversational skills, vocabulary, articulate speech, oral expression, social amenities, and courteous listening habits, and on giving and following directions. A scope and sequence chart of the skills is provided for each section. (HOD)

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Basic Skills Program Standards

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Dr. Donald E. Bond,
Superintendent

June 9, 1981

FOREWARD

Every child is a unique individual who possesses a special learning style and has a particular capacity for academic achievement. Our professional staff will spend much time and great energy to meet the needs and desires of each child so that true learning will take place.

This handbook of Basic Skills Program Standards has been developed so that the common elements of a sound basic education will be made available to each student in an orderly and logical sequence. These skills will be taught at the child's ability to understand, grasp, and develop as he matures in the East Maine Public Schools.

These basic intellectual skills of reading, writing, use of oral language, and mathematics are necessary to each student in our complex society. The good reader will be well equipped with strong comprehension and vocabulary skills, knowledge and appreciation of our literary heritage, and helpful study and research skills. He will learn how to express himself clearly and effectively in both oral and written communication.

In addition, each student will become well versed in the world of numbers. He will learn the basic mathematical functions and the understanding of mathematical concepts. He will receive practice in applying mathematics to everyday life situations; developing techniques for problem solving will be an essential part of his weekly curriculum. As he progresses, the child will be introduced to the computer and the role it plays in our daily lives. Computer literacy is becoming more of a necessity in our ever-changing world.

Our extremely competent and devoted staff members are to be commended for their outstanding work in preparing this handbook. The need for clear educational goals and standards is essential. We are confident that each teacher and each student will work together with the support of the parents to attain these instructional objectives. The Board of Education, the District Administrators, and Building Principals are prepared to assist you and support you in this teaching-learning process.

Donald E. Bond

Dr. Donald E. Bond
Superintendent

BASIC SKILLS PROGRAM STANDARDS

This Handbook is designed to emphasize the instructional objectives that we wish to stress in the four Federally-designated basic skills:

Reading
Mathematics
Written Communication and
Oral Communication.

Student mastery of these Basic Skills Objectives is to be evaluated through the use of the assessment worksheets listed herein. Each faculty member will possess a copy of the Handbook and be able to duplicate student copies of the assessment worksheets. The complete Assessment System will be housed in the reading coordinator's office of each school and will be available at all times.

Effective teaching of basic skills through a multi-media, multi-text approach to instruction, ongoing assessment, diagnosis, prescription, reinforcement, and additional evaluative procedures will assure that each student is provided many opportunities to master basic skills and proceed to higher levels of achievement in keeping with his/her potential.

Our yearly standardized testing program covers all the major disciplines plus educational ability testing. This testing plus the Basic Skills Program Standards will meet the guidelines set forth by the Federal Government and the State of Illinois. Ongoing teacher observation, grades and performance measures as well as test scores will be used in student evaluation. All of this data will be reported to parents through written reports and parent-teacher conferences.

The Basic Skills Program Standards Handbook and Assessment System have been developed and adapted by the members of the Planning Committee and the Task Force. The District is indeed indebted to these volunteer staff members for their diligent and dedicated efforts.

Dr. Lenore Page,
Assistant Superintendent
for Curriculum and Instruction

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READING

This section on reading updates and revises the previous curriculum work developed by staff members in the Reading Retrieval System and the Curriculum Framework.

The Basic Skills Program Standards Reading section is divided into major strands:

I. Word Identification Skills

II. Vocabulary Skills

III. Comprehension

- Literal
- Inferential
- Critical reading

IV. Study Skills

- Research skills
- Book parts
- Pictorial aids

V. Literary Skills

- Literary forms
- Literary types
- Elements of literature
- Styles and devices

Our emphasis continues to be on decoding skills and comprehension skills through a multi-media approach to mastery.

READING

SCOPE AND SEQUENCE

I. WORD IDENTIFICATION SKILLS*

Basic Skill:	K	1	2	3	4	5	6	7	8
1. Beginning and Ending Sounds	I	M							
2. Consonant digraphs		I	R	M					
3. Medial Consonant Sounds		I	M						
4. Consonant Blends		I	M						
5. Variant Consonant Sounds	I	R	R	M					
6. Silent Consonants		I	R	M					
7. Short Vowel Sounds		I	M						
8. Long Vowel Sounds		I	M						
9. Vowel Digraphs		I	R	M					
10. Diphthongs		I	M						
11. Variant Vowel Sounds		I	R	R	M				
12. Phonograms		I	R	M					
13. Rhyming Words	I	R	M						
14. Plural and Possessive		I	R	M					
15. Compound Words		I	R	M					
16. Roots and Affixes		I	R	R	R	M			
17. Contractions		I	R	M					
18. Syllabication		I	R	R	R	M			
19. Alphabetical Order	I	R	R	M					

I - Initiate
R - Reinforce
M - Mastery

*Although these reading skills are designated for particular grade levels, students will work through to mastery at their own individual learning rates.

READING

SCOPE AND SEQUENCE

II. VOCABULARY SKILLS

	Basic Skill:	K	1	2	3	4	5	6	7	8
20.	Names Specific Referents	I	R	R	R	R	R	R	R	M
21.	Use of Context		I	R	R	R	R	R	R	M
22.	Basic Sight Vocabulary	I	R	R	M					
23.	Multiple Meanings		I	R	R	R	R	R	R	M
24.	Antonyms		I	R	R	R	R	R	R	M
25.	Synonyms		I	R	R	R	R	R	R	M
26.	Homonyms		I	R	R	R	R	M		
27.	Figurative Language: Simile					I	R	R	R	M
28.	Figurative Language: Metaphor					I	R	R	R	M
29.	Figurative Language: Idiom					I	R	R	R	M
30.	Figurative Language: Personification					I	R	R	R	M
31.	Figurative Language: Onomatopoeia					I	R	R	R	M
32.	Figurative Language: Alliteration					I	R	R	R	M

I - Initiate
R - Reinforce
M - Mastery

READING

SCOPE AND SEQUENCE

III. COMPREHENSION

Basic Skill:	K	1	2	3	4	5	6	7	8
Literal									
33. Identify Main Idea		I	R	R	R	R	R	R	M
34. Recall of Facts	I	R	R	R	R	R	R	R	M
35. Following Directions	I	R	R	R	R	R	R	R	M
36. Classification	I	R	R	R	R	R	R	R	M
37. Relationships: Sequence, Time order	I	R	R	R	R	R	R	R	M
Inferential									
38. Relationships: Cause and Effect	I	R	R	R	R	R	R	R	M
39. Relationships: Compare and Contrast	I	R	R	R	R	R	R	R	M
40. Drawing Conclusions	I	R	R	R	R	R	R	R	M
Critical Reading									
41. Realism vs. Fantasy	I	R	R	R	R	R	R	R	M
42. Fact vs. Opinion				I	R	R	R	R	M
43. Fact vs. Fiction					I	R	R	R	M
44. Propaganda					I	R	R	R	M
45. Author's Purpose					I	R	R	R	M
46. Listening Comprehension		I	R	R	R	R	R	R	M
47. Flexibility of Reading Rate		I	R	R	R	R	R	R	M

I - Initiate
R - Reinforce
M - Mastery

READING

SCOPE AND SEQUENCE

IV. STUDY SKILLS

Basic Skill:	K	1	2	3	4	5	6	7	8
Research Skills									
48. Summarizing			I	R	R	R	R	R	M
49. Outlining		I	R	R	R	R	R	R	M
50. Proper source			I	R	R	R	R	R	M
51. Card Catalogue		I	R	R	R	R	M		
Book Parts									
52. Table of Contents		I	R	R	R	R	M		
53. Index		I	R	R	R	R	M		
54. Glossary			I	R	R	R	M		
55. Bibliography				I	R	R	M		
56. Footnotes				I	R	R	R	R	M
Pictorial Aids									
57. Maps		I	R	R	R	R	R	R	M
58. Graphs		I	R	R	R	R	R	R	M
59. Time Line		I	R	R	R	R	R	R	M
60. Tables		I	R	R	R	R	R	R	M
61. Diagrams and Charts		I	R	R	R	R	R	R	M

I - Initiate
R - Reinforce
M - Mastery

READING

SCOPE AND SEQUENCE

V. LITERARY SKILLS

	Basic Skill:	K	1	2	3	4	5	6	7	8
	Literary Forms									
62.	Short Story						I	R	R	M
63.	Drama						I	R	R	M
64.	Essay								I	M
65.	Poetry	I	R	R	R	R	R	R	I	M
66.	Novel						I	R	R	M
	Literary Types									
67.	Fiction and Non-fiction					I	R	R	R	M
68.	Life Stories					I	R	R	R	M
69.	Folk Tales			I	R	R	R	R	R	M
	Elements of Literature									
70.	Setting					I	R	R	R	M
71.	Characterization					I	R	R	R	M
72.	Mood and Tone						I	R	R	M
73.	Plot and Climax							I	R	M
74.	Theme							I	R	M
75.	Conflict							I	R	M
76.	Point of View							I	R	M
	Literary Styles and Devices									
77.	Foreshadowing						I	R	R	M
78.	Flashback						I	R	R	M
79.	Dialogue vs. Narrative							I	R	M
80.	Humor					I	R	R	R	M
81.	Irony								I	M
82.	Satire								I	M
83.	Symbolism								I	M
84.	Idiomatic Expressions					I	R	R	R	M

I - Initiate
R - Reinforce
M - Mastery

READING

I. WORD IDENTIFICATION

SKILL	OBJECTIVE	ASSESSMENT
1. BEGINNING AND ENDING SOUNDS	A. Given orally a word that begins with a consonant, a student selects the correct word from among written choices all of which differ only on the beginning consonant.	WI-1-1 through WI-1-5
	B. Given orally a word ending with a final consonant, the student will identify the final consonant.	
2. CONSONANT DIGRAPHS	Given orally words using the digraphs ch, sh, th, wh, ck, ng, gh, the student will identify the digraph.	WI-2-1 WI-2-2
3. MEDIAL CONSONANT SOUNDS	Given orally a word that has a medial consonant sound, the learner will identify the medial sound.	WI-3-1 through WI-3-3
4. CONSONANT BLENDS	Given orally a word with a consonant blend, the student will select the correct word from among written choices.	WI-4-1 WI-4-2
5. VARIANT CONSONANT SOUNDS	Global: Given words with any of the variant consonants, the child will recognize the variance of these graphemes by associating the correct phoneme.	WI-5-1 through WI-5-5
	A. Given words with the grapheme "s", the child will correctly associate the appropriate phoneme.	
	B. Given words with "g" followed by "a, o, u", the child will pronounce the /g/ sound of "g".	
	C. Given words with "g" followed by "i, e, and y", the child will pronounce the /j/ sound of "g".	

SKILL	OBJECTIVE	ASSESSMENT
	D. Given words with phoneme /zh/, the child will associate and pronounce this sound as in words mirage and garage.	
	E. Given words with "c" followed by "a, o, or u", the child will pronounce the phoneme for "c" as /k/.	
	F. Given words with "c" followed by e, i, or y", the child will pronounce the phoneme for "c" as /s/.	
6. SILENT CONSONANTS	Global: Given words with silent letters, the child will recognize the silence of the consonants by not associating any phoneme for the consonant.	WI-6-1
	A. Given words with "t" following "s" in the medial position, the child will recognize the silence of "t" by not pronouncing a phoneme for the "t".	
	B. Given one-syllable words with the graphemes "gh", as in bright, the child will show his awareness of the silence of the letters by not pronouncing a phoneme for this grapheme.	
	C. Given words ending with "mb", the child will show his awareness of the silent "b" by ending the word with the phoneme /m/.	
	D. Given words beginning with "gn" or "kn", the child will show his awareness of silent letters "g" and "k" by pronouncing only /n/.	
	E. Given words with "tch" and "dge" the child will recognize the silence of "t" and "d" by pronouncing only /ch/ and /j/.	
	F. Given words beginning with "wr", a child will recognize the silence of "w" by pronouncing only the /r/.	

READING--WORD IDENTIFICATION (Cont'd)

SKILL	OBJECTIVE	ASSESSMENT
7. SHORT VOWEL SOUNDS	Given orally a word with a short vowel sound, the child will correctly identify the vowel.	WI-7-1 WI-7-2
8. LONG VOWEL SOUNDS	Given orally a word with a long vowel sound, the child will identify the long vowel sound.	WI-8-1 through WI-8-4
9. VOWEL DIGRAPHS	Given words with a vowel digraph, the child will identify the correct phoneme for the vowel combination.	WI-9-1
10. DIPHTHONGS	Given orally words with a vowel diphthong, the child will identify correctly the vowel diphthong.	WI-10-1 through WI-10-3
11. VARIANT VOWEL SOUNDS	Given a word controlled by r, l, or w and a vowel, the child will identify the word	WI-11-1
12. PHONOGRAMS	Given a beginning word in a list of regular words in a word family, the child can call the remaining words.	WI-12-1 WI-12-2
13. RHYMING WORDS	Given the beginning word in a list of rhyming words, the child can say the remaining words.	WI-13-1 through WI-13-3
14. PLURAL AND POSSESSIVE	A. Given a list of singular nouns the learner will respond with the plural. B. Given both singular and plural possessives in simple sentence context the child will be able to pronounce the possessives and be able to name the ownership of the possessive.	WI-14-1 through WI-14-4
15. COMPOUND WORDS	The child can recognize a compound word, divide the word-part, and underline the compound word.	WI-15-1 through WI-15-3

READING--WORD IDENTIFICATION (Cont'd)

SKILL	OBJECTIVE	ASSESSMENT
16. ROOTS AND AFFIXES	A. Given a list of words involving affixes the child is able to pronounce the word and generally realize the change in meaning brought about by the addition of the affix. B. Given a list of words containing affixes, the child will identify the root word.	WI-16-1 through WI-16-16
17. CONTRACTIONS	Given a list of paired words, the student will write them as contractions and include their apostrophes.	WI-17-1 through WI-17-4
18. SYLLABICATION	A. Given orally a word, the child can count the syllables in the word. B. Given a list of words involving the following three rules of syllabication, the child can divide the word. 1. If the first vowel sound in a word is followed by two consonants, we divide the word into syllables between the two consonants. 2. If the first vowel sound is long and followed by a single consonant we divide the word into syllables between the first vowel and the consonant. 3. If the first vowel sound is short and followed by a single consonant we devide the word into syllables after the first vowel and the consonant.	WI-18-1 through WI-18-7

SKILL	OBJECTIVE	ASSESSMENT
19. ALPHABETICAL ORDER	A. The child is able to repeat the letters of the alphabet in order from rote memory.	WI-19-1 through WI-19-4
	B. Given a scrambled group of words, the child is able to:	
	1. Put the words in alphabetical order when the beginning letters are all different.	
	2. Put the words in alphabetical order when the first letters are the same and the second letters are different.	
	C. The child is able to locate an entry in the dictionary.	

READING

II. VOCABULARY

SKILL	OBJECT	ASSESSMENT
20. NAME SPECIFIC REFERENT	Given a sentence with a referent the learner will identify the noun that the referent refers to.	V-20-1 V-20-2
21. USE OF CONTEXT	Given an unfamiliar word in context at instructional level, the learner will identify the meaning of the word; given a sentence with a word omitted, the learner will use context clues to identify a word to correctly complete the sentence.	V-21-1 through V-21-5
22. BASIC SIGHT VOCABULARY	The student will recognize words from an acceptable sight word list. (At readiness level this would begin with recognition of letters, child's name, room number, color words, etc.)	V-22-1 through V-22-5
23. MULTIPLE MEANINGS	A. The child develops an awareness that words spelled the same have different meanings used in context.	V-23-1
	B. The student can select the correct word from a group of words using context clues.	
24. ANTONYMS	The child demonstrates an understanding of word opposites by selecting the correct antonym from oral or written groups of words.	V-24-1
25. SYNONYMS	A. The student demonstrates the understanding of similar word meanings from real experiences, listening experiences, and audio-visual aids, either written or oral, by giving acceptable synonyms.	V-25-1
	B. The student can select the correct synonym from oral or written groups of words.	
26. HOMONYMS	The student can select the appropriate homonym from written selections.	V-26-1 V-26-2

READING--VOCABULARY (Cont'd)

SKILL	OBJECT	ASSESSMENT
27. FIGURATIVE LANGUAGE: SIMILE	Given a written selection, either poetry or prose, the student will identify appropriate examples of a simile in the selection.	V-27-1 through V-27-3
28. FIGURATIVE LANGUAGE: METAPHOR	Given a written selection, either poetry or prose, the student will identify appropriate examples of a metaphor in the selection.	V-28-1 V-28-2
29. FIGURATIVE LANGUAGE: IDIOM	Given a group of idioms, the student will identify correctly the literal meanings.	V-29-1
30. FIGURATIVE LANGUAGE: PERSONIFICATION	Given a written selection, the student will identify correctly examples of personification in the selection.	V-30-1
31. FIGURATIVE LANGUAGE: ONOMATOPEIA	Given a written selection, the student will identify correctly the words in the selection that echo or are an imitation of natural sounds.	V-31-1
32. FIGURATIVE LANGUAGE: ALLITERATION	Given a written selection, the student will identify correctly those words that demonstrate alliteration in the selection.	V-32-1 through V-32-3

III. COMPREHENSION

SKILL	OBJECTIVE	ASSESSMENT
Literal		
33. IDENTIFY MAIN IDEA	A. Given a story or selection at appropriate level, a student will choose the best selection of titles provided to express the main idea.	C-33-1 through C-33-14
	B. Given a selection at child's appropriate level, a child will be able to select from among several sentences the one that best states the main idea.	
	C. Pupil will be able to state and express in his own words the main thought of a selection (at proper level) even when not directly stated.	
34. RECALL OF FACTS	Given reading material (within his instructional reading range) the pupil will read the selection and immediately recall the significant details.	C-34-1 through C-34-6
35. FOLLOWS DIRECTIONS	Given oral or written instructions appropriate for his instructional level, pupil will be able to complete the required task.	C-35-1 through C-35-3
36. CLASSIFICATION	Given various headings and lists of words, the student will be able to categorize under the appropriate heading.	C-36-1
37. RELATIONSHIPS: SEQUENCE, TIME ORDER	Given a number of scrambled facts from a story, read or listened to, the pupil will number serially the events in the appropriate sequence or identify the steps in proper order.	C-37-1 through C-37-4

READING--COMPREHENSION (Cont'd)

SKILL	OBJECTIVE	ASSESSMENT
Inferential		
38. RELATIONSHIPS: CAUSE AND EFFECT	Given a reading selection that states a cause and effect relationship, the learner will identify the cause and effect relationship.	C-38-1 through C-38-4
39. RELATIONSHIPS: COMPARE AND CONTRAST	Given a reading selection using comparison and contrast technique, the learner will be able to compare the ideas discussed.	C-39-1 C-39-2
40. DRAWING CONCLUSIONS	A student will be able to select a logical conclusion (from selected choices) after reading a short selection.	C-40-1 through C-40-8
Critical Reading		
41. REALISM VS. FANTASY	Given a selection of factual and/or fictional (fantasy) statements, the student will classify correctly each one.	C-41-1
42. FACT VS. OPINION	Given sentences that are statements of fact or opinion, the learner will identify the sentence that is a statement of opinion.	C-42-1 through C-42-3
43. FACT VS. FICTION	Given a selection of factual and/or fiction statements, the student will correctly classify each one.	C-43-1
44. PROPAGANDA	Given written examples of the seven propaganda techniques, the student will correctly label each one.	C-44-1 C-44-2
45. AUTHOR'S PURPOSE	A. Given a reading selection, the learner will identify the author's purpose and/or opinion.	C-45-1
	B. Given a reading selection, the learner will identify facts the author presented to support his opinion.	

READING--COMPREHENSION (Cont'd)

SKILL	OBJECTIVE	ASSESSMENT
46. LISTENING COMPREHENSION	Given a listening selection at his instructional level, the student will answer correctly questions about the selection.	C-46-1
47. FLEXIBILITY OF READING RATE	The student can properly vary his reading rate for different purposes.	C-47-1

IV. STUDY SKILLS

SKILL	OBJECTIVE	ASSESSMENT
Research Skills		
48. SUMMARIZING	Given material at student's instructional level, the student will write generalized main idea statements of material read.	SS-48-1
49. OUTLINING	A. Given a written selection, the student will prepare a 1-step outline of its essential elements. (Grade 4)	SS-49-1 through SS-49-8
	B. Given a written selection the student will prepare a 2-step outline of its essential elements. (Grade 6)	
	C. Given a written selection, the student will prepare a 3-step outline of its essential elements. (Grade 8)	
50. PROPER SOURCE	Given a specific research problem at the student's instructional level, the student will utilize the proper source to obtain the information needed and demonstrate correctly to obtain the appropriate information.	SS-50-1
51. CARD CATALOG	Given any topic, list of authors' names, or book titles, the student will identify the correct order in which they would be found in a card catalog.	SS-51-1 through SS-51-5
Book Parts		
52. TABLE OF CONTENTS	Given a topic and a table of contents, the student will identify correctly the chapter containing information on this topic.	SS-52-1
53. INDEX	Given an index and a topic, the student will identify correctly the page on which the topic is located.	SS-53-1 SS-53-2

READING--STUDY SKILLS (Cont'd)

SKILL	OBJECTIVE	ASSESSMENT
54. GLOSSARY	Given a book or sample glossary the student will demonstrate he understands the following: 1. The location of the glossary. 2. The fact that the words in the glossary are defined as used in context of that particular book or passage. 3. How to use the pronunciation key. 4. How a glossary is similar and different from a dictionary.	SS-54-1
55. BIBLIOGRAPHY	Given a topic and reference books, the student will write correctly a bibliography for the topic using several reference books.	SS-55-1
56. FOOTNOTES	Using a simple footnote form, the student will identify his source of information.	SS-56-1
Pictorial Aids		
57. MAPS	Given a map and a list of related questions, the student will identify correctly the answers to the questions by interpreting the illustrative material.	SS-57-1 SS-57-2
58. GRAPHS	Given a graph and a list of related questions, the student will identify correctly the answers to the questions by interpreting the illustrative material.	SS-58-1 SS-58-2
59. TIME LINE	Given a time line and a list of related questions, the student will identify correctly the answers to the questions by interpreting the illustrative material.	SS-59-1
60. TABLES	Given a table and a list of related questions, the student will identify correctly the answers to the questions by interpreting the illustrative material.	SS-60-1

READING--STUDY SKILLS (Cont'd)

SKILL	OBJECTIVE	ASSESSMENT
61. DIAGRAMS AND CHARTS	Given a diagram or chart and a list of related questions, the student will identify correctly the answers to the questions by interpreting the illustrative materials.	SS-61-1

V. LITERARY SKILLS

SKILL	OBJECTIVE	ASSESSMENT
Literary Skills		
62. SHORT STORY	Given selections written in different literary forms, the student will identify correctly a story work of fiction.	L-62-1
63. DRAMA	The student will identify the characteristics of drama.	L-63-1
64. ESSAY	Given selections written in different literary forms, the student will identify correctly an essay.	L-64-1
65. POETRY	The student will identify the characteristics of poetry.	L-65-1
66. NOVEL	The student will identify the characteristics of a novel which is an imaginative fictional work of considerable length.	L-66-1
Literary Types		
67. FICTION AND NON-FICTION	A. Given a selection illustrating the fictional elements, the student will correctly identify the type.	L-67-1 through L-67-4
	B. Given selection written literary forms, the student will identify the non-fiction article.	
68. LIFE STORIES	The student will identify the characteristics of a biography and an autobiography.	L-68-1 through L-68-6
69. FOLK TALES	Given a specific kind of tale the student will correctly identify the type (fables, myths and legends, tall tales, fairy tales).	L-69-1 through L-69-3
Elements of Literature		
70. SETTING	Given a written selection, the student will identify correctly the time and place in which events occur.	L-70-1 through L-70-4

READING--LITERARY SKILLS (Cont'd)

SKILL	OBJECTIVE	ASSESSMENT
71. CHARACTERIZATION	A. Given a written selection, the student will identify correctly the techniques the author used to reveal the personality and character of a person or animal.	L-71-1 through L-71-5
	B. Given a written selection, the student will identify correctly the traits and/or the feelings of one of the characters in the selection.	
	C. Given a written selection, the student will identify the major and minor characters in a selection.	
72. MOOD AND TONE	Given a written selection, the student will identify and explain the mood and/or tone of the selection.	L-72-1 L-72-2
73. PLOT AND CLIMAX	A. Given a written selection, the student will identify correctly the plot, pattern of incidents which happen and the reason they happen.	L-73-1 through L-73-3
	B. Given a written selection, the student will identify the climax, point of highest dramatic tension or a major turning point in the action.	
74. THEME	Given a written selection, the student will identify correctly the underlying idea of message.	L-74-1 through L-74-3
75. CONFLICT	Given a written selection containing conflict, the student will identify correctly the opposing forces giving rise to action in the story.	L-75-1
76. POINT OF VIEW	Given a written selection, the student will identify correctly the author's and/or a character's point of view.	L-76-1

READING--LITERARY SKILLS (Cont'd)

SKILL	OBJECTIVE	ASSESSMENT
Literary Styles and Devices		
77. FORESHADOWING	Given a written selection, the student will identify correctly examples of foreshadowing (hints about an important incident that occurs later in the story).	L-77-1
78. FLASHBACK	Given a written selection containing flashback, the student will be able to identify the necessary background information about characters and events.	L-78-1
79. DIALOGUE VS. NARRATIVE	Given a written selection, the student will identify correctly narrative writing and use of dialogue.	L-79-1 L-79-2
80. HUMOR	Given a written selection, the student will identify correctly examples of humor in the selection.	L-80-1
81. IRONY	Given a written selection, the student will correctly identify examples of irony (words or situations) in the selection.	L-81-1 through L-81-3
82. SATIRE	Given a written selection, the student will identify correctly examples of satire which ridicules human vices and follies.	L-82-1
83. SYMBOLISM	Given a written selection containing symbolism, the student will identify correctly examples of symbolism.	L-83-1
84. IDIOMATIC EXPRESSIONS	The student will recognize the language peculiar to a people, community, or class (colloquialism, jargon, idioms, slang).	L-84-1 through L-84-3

MATHEMATICS

With the increasing emphasis on student mastery of basic skills, the National Council of Supervisors of Mathematics has formulated these skill areas as vital instructional strands for student competency:

I. Problem Solving

II. Applying Mathematics to Everyday Situations

III. Alertness to the Reasonableness of Results

IV. Estimation and Approximation

V. Appropriate Computational Skills

VI. Geometry

VII. Measurement

VIII. Reading, Interpreting, and Constructing Tables, Charts, and Graphs

IX. Using Mathematics to Predict

X. Computer Literacy

Our Basic Skills Task Force has addressed all of these skill areas on the following pages. Each student will have countless opportunities to achieve these objectives successfully. Individual pacing, avenues for correction and/or remediation, enrichment and advancement will be provided for every student in accord with his/her diagnosed needs.

Our schools are equipped with textbooks, workbooks, ditto masters, individualized programs, games, manipulatives, computers, and teacher-made materials.

Through careful teaching, assessment, reinforcement, and continuous evaluation, we shall gather data for each student that will enable us to improve basic skills instruction and better communicate our results to parents.

MATHEMATICS

SCOPE AND SEQUENCE

Basic Skill:	K	1	2	3	4	5	6	7	8
Whole Numbers									
Recognition	X	X	X	X	X	X	X	X	
Writing	X	X	X	X	X	R	R	R	
Place Value		X	X	X	X	R	R	R	
Addition		X	X	X	X	R	R	R	R
Subtraction		X	X	X	X	R	R	R	R
Multiplication				X	X	R	R	R	R
Division				X	X	X	R	R	R
Fractions									
Recognition		X	X	R	R	R			
Renaming					X	X	X	R	R
Proper - Improper						X	X	R	R
Mixed Numbers						X	X	X	R
Addition					X	X	X	X	X
Subtraction					X	X	X	X	X
Multiplication						X	X	X	X
Division							X	X	X
Decimals									
Read and Write						X	X	X	X
Addition						X	X	X	X
Subtraction						X	X	X	X
Multiplication							X	X	X
Division							X	X	X
Percent									
As ratio							X	X	X
Problems to solve %								X	X
Measurement									
Days and Months	X	X							
Time		X	X	X					
Money		X	X	R					
Temperature			X	X	R				
Linear		X	X	X	X	X			
Weight				X	X	X			
Capacity				X	X	X			
Metric Units		X	X	X	X	X	X	X	X

X - Taught
R - Reviewed

MATHEMATICS--SCOPE AND SEQUENCE (Cont'd)

Basic Skill:	K	1	2	3	4	5	6	7	8
Geometry									
Shapes	X	X	X	X	X	X	R	R	R
Line - Segment - Ray				X	X	X	X	R	R
Angles					X	X	X	R	R
Perimeter							X	X	X
Area							X	X	X
Volume								X	X
Graphs									
Picture or Bar						X	X	X	X
Circle							X	X	X
Co-ordinates									X
Problem Solving and Open Sentences			X	X	X	X	X	X	X
Special Topics									
Symbols +, −, x, ÷		X	X	X	X				
< , > , =, ≠			X	X	X	R	R		
%							X	X	X
Integers									X
Factors of a Number						X	X	X	X
Reciprocal							X	X	X
Rounding					X	X	X	X	X
Averages						X	X	X	X
Ratio and Proportion									X

X - Taught
R - Reviewed

MATHEMATICS

KINDERGARTEN

SKILL	HOW TAUGHT	ASSESSMENT
The student will:		
1. Recognize and identify numerals 0 - 9, both in and out of sequence	Numeral cards arranged in and out of sequence	K-M-1
2. Understand numbers 0 - 9	Flannel board activities Counting frames	K-M-2
3. Write numerals 0 - 9	Demonstration worksheets	K-M-3
4. Count by ones to 31 (calendar month)	Make calendars	K-M-4
5. Decide which of two given groups is larger/ smaller or if groups are equal	Concrete objects: counters, cm blocks, etc.	K-M-5
6. Determine ordinal position first through fifth	District film #401, Old Woman in a Shoe Flannel board	K-M-6
7. Know days of the week in order	Calendar	K-M-7
8. Recognize circle, rectangle, triangle	Flannel board pipe cleaners demonstration worksheets concrete objects	K-M-8

MATHEMATICS

GRADE ONE

SKILL	HOW TAUGHT	ASSESSMENT
The student will:		
1. Recognize and identify numerals 9 - 100 both in and out of sequence	100 chart	I-M-1
2. Understand numbers 0 - 100	Place value chart Counting frames	I-M-2
3. Write numerals 0 - 100	Demonstration worksheets	I-M-3
4. Identify and tell meaning of ones and tens	Counting frames	I-M-4
5. Count by 5's and 10's to 100	100 chart Nickels and dimes	I-M-5
6. Know ordinal numbers through twelfth	District film #401 Old Woman in a Shoe	I-M-6
7. Memorize addition facts through sums of 18, horizontal and vertical	Flash cards Worksheets	I-M-7
8. Have a working knowledge of +, - and = symbols	Flannel board Workbook	I-M-8
9. Add two-digit numerals without regrouping	Chalkboard Workbook	I-M-9
10. Know that any number plus zero is that number	Flash cards Demonstration number line	I-M-10
11. Memorize subtraction facts with minuend not greater than 18, horizontal and vertical	Flash cards Quizmo Counting frame	I-M-11
12. Subtract one- or two-digit numerals from two-digit numerals without regrouping	Workbook Chalkborad activities	I-M-12
13. Know that zero subtracted from any number is that number	Demonstration number line Flash cards	I-M-13

MATHEMATICS - GRADE ONE (Cont'd)

SKILL		HOW TAUGHT	ASSESSMENT
14.	Recognize that addition and subtraction are inverse operations	Chalkboard Workbook	I-M-14
15.	Recognize and identify ½ and ¼ of given object and/or group	Workbook Chalkboard Flannel board	I-M-15
16.	Recognize basic unit of length in English and metric systems (inch and foot, centimeter)	Workbook measuring devices	I-M-16
17.	Measure objects in centimeter, inch, foot	Demonstration Measuring devices	I-M-17
18.	Know months of the year in order	Calendar	I-M-18
19.	Recognize hours and half-hours on the clock	Clock	I-M-19
20.	Recognize coins: penny, nickel, dime, quarter	Play money Charts Workbook	I-M-20
21.	Know equivalent value of coins through dime	Play money Workbook	I-M-21
22.	Working knowledge of cent symbol	Workbook	I-M-22
23.	Recognize square as special rectangle	Workbook Flannel board Shape search in classroom	I-M-23
24.	State and write a problem or equation from studying a picture	Show pictures and diagrams discuss	I-M-24

See assessment folder for MathComp Survey Test for Grade One which can be administered during the year.

GRADE TWO

SKILL	HOW TAUGHT	ASSESSMENT
The student will:		
1. Recognize and identify numerals above 100 to 1000	Workbook Flashcards Chalkboard Cut and paste	II-M-1
2. Understand three-digit numerals	Place value chart District film #402 Place Value, Ones, Tens, Hundreds	II-M-2
3. Write numerals to 1000	Chalkboard Graph paper	II-M-3
4. Identify and tell meaning of ones, tens, hundreds	Chalkboard activities	II-M-4
5. Count by 2's to 100	Hundreds chart	II-M-5
6. Understand concept of odd and even numbers	Hundreds chart Concrete objects	II-M-6
7. Have a working knowledge of $<$, $>$, $=$, $\neq$ symbols	Chalkboard activities Workbook	II-M-7
8. Add two-digit numerals with regrouping	Workbook Abacus Centimeter blocks	II-M-8
9. Add three-digit numerals without regrouping	Chalkboard Workbook Abacus Centimeter blocks	II-M-9
10. Add three one-digit addends	Concrete objects Chalkboard Workbook	II-M-10
11. Subtract two-digit numberals with regrouping	Chalkboard Workbook, Physical objects	II-M-11
12. Recognize and identify 1/2, 1/3, 1/4 of a given object and/or group	Flannel board Paper activities	II-M-12

MATHEMATICS - GRADE TWO (Cont'd)

SKILL		HOW TAUGHT	ASSESSMENT
13.	Recognize and write fractional numerals 1/2, 1/3, 1/4	Chalkboard Workbook Demonstration worksheets	II-M-13
14.	Recognize basic unit of length in English and metric to include yard and meter	Yard and meter sticks	II-M-14
15.	Measure objects in yards and meters	Classroom activities with yard and meter sticks	II-M-15
16.	Recognize quarter hours on the clock	Clock Demonstration worksheets	II-M-16
17.	Recognize half-dollar and dollars	Play money	II-M-17
18.	Know equivalent value of all monetary units through dollar	Play money Workbook	II-M-18
19.	Have a working knowledge of "$" symbol in decimal notation	Demonstration worksheets Chalkboard	II-M-19
20.	Recognize that temperature is measured in degrees	Thermometers	II-M-20
21.	Know that the larger the number of degrees in temperature the warmer it is	Observation Daily charts	II-M-21
22.	Identify "inside" and "outside" or "on" geometric figure or design	Yarn or string Workbook	II-M-22
23.	Differentiate between straight and curved lines	Chalkboard Yarn Classroom observation	II-M-23
24.	Solve simple story problems involving addition, with answers labeled	Situational math filmstrip Pictures and diagrams Experience charts	II-M-24
25.	Solve simple story problems involving subtraction, with answers labeled	Situational math filmstrip Workbook Experience charts	II-M-25

See assessment folder for MathComp Survey Test for Grade Two which can be administered during the year.

MATHEMATICS

GRADE THREE

SKILL	HOW TAUGHT	ASSESSMENT
The student will:		
1. Read and write numerals through six digits	Oral and written practice	III-M-1
2. Add columns with regrouping in tens and hundreds columns	Workbook Drill	III-M-2
3. Recognize sum as answer in addition, difference as answer in subtraction, product as answer in multiplication, and quotient as answer in division	Chalkboard Labeling	III-M-3
4. Subtract numerals to four digits with or without regrouping	Chalkboard Work sheets	III-M-4
5. Regroup and subtract with zeros in the minuend	Chalkboard Textbook	III-M-5
6. Memorize multiplication facts through 9's	Flashcards Plastic counters	III-M-6
7. Any number times zero is zero, and any number times one is that number	Flashcards Workbook	III-M-7
8. Memorize division facts to 81 ÷ 9	Flashcards Plastic counters	III-M-8
9. Recognize, identify and write fractions through tenths	Chalkboard Paper activities	III-M-9
10. Solve simple story problems involving multiplication, with answers labeled	Workbook Situational Math filmstrip	III-M-10

MATHEMATICS - GRADE THREE (Cont'd)

SKILL	HOW TAUGHT	ASSESSMENT
11. Solve simple story problems involving division, with answers labeled	Workbook Situational Math filmstrip	III-M-11
12. Recognize basic unit of length including mile and kilometer	Road map	III-M-12
13. Recognize basic unit of capacity including quart, gallon, liter	District Metric Kit Work sheets	III-M-13
14. Recognize basic unit of weight including pounds and kilograms	District Metric Kit Scales	III-M-14
15. Tell time	Clock	III-M-15
16. Read a thermometer	Thermometer	III-M-16
17. Differentiate between open and closed figures	Yarn or string Chalkboard Workbook	III-M-17
18. Recognize similar geometric figures	Workbook Overhead projector	III-M-18
19. Identify lines and line segments	Workbook Chalkboard Dittoed sheets	III-M-19

See assessment folder for MathComp Survey Test for Grade Three which can be administered during the year.

MATHEMATICS

GRADE FOUR

SKILL	HOW TAUGHT	ASSESSMENT
The student will:		
1. Read and write numerals to billions	Oral and written practice	IV-M-1
2. Round numbers to nearest 10, 100, 1000	Oral and written practice Workbook Chalkboard	IV-M-2
3. Add columns to six-digit numerals, with regrouping	Chalkboard Dittoed exercises Drill	IV-M-3
4. Subtract problems to six-digit numerals with regrouping	Chalkboard Dittoed exercises Drill	IV-M-4
5. Multiply problems with one, two, or three-digit factors	Chalkboard Dittoed exercises Use notebook paper sideways	IV-M-5
6. Divide four-digit dividends by one-digit divisors, with and without remainders	Chalkboard Dittoed exercises	IV-M-6
7. Check division problems by multiplication, proving inverse operations	Chalkboard Textbook activities	IV-M-7
8. Know that: any number divided by itself is one; any number divided by one is that number; zero divided by any number is zero; zero cannot be a divisor	Chalkboard explanation	IV-M-8
9. Identify numerator and denominator	Labeling activities on Chalkboard	IV-M-9
10. Compare fractions with like denominators	Workbook Chalkboard	IV-M-10
11. Add like fractions	Textbook Work sheets	IV-M-11

MATHEMATICS - GRADE FOUR (Cont'd)

SKILL		HOW TAUGHT	ASSESSMENT
12.	Subtract like fractions	Textbook Work sheets	IV-M-12
13.	Find areas and perimeters of quadrilaterals	Centimeter blocks Other concrete objects Work sheets Film: Measuring Areas: Squares, Rectangles (#1202)	IV-M-13
14.	Find perimeters of other polygons	Concrete objects Textbook Work sheets	IV-M-14
15.	Determine appropriate unit of measure for length, weight, capacity (inch, foot, yard, mile, centimeter, meter, kilometer; ounce, pound, gram, kilogram; cup, pint, quart, gallon, milliliter, liter)	Metric Kit Work sheets	IV-M-15
16.	Recognize symmetrical figures	Paper activities	IV-M-16
17.	Recognize right angle and ray	Textbook Work sheets	IV-M-17
18.	Create story problems for the four mathematical operations	Oral and written exercises	IV-M-18
19.	Write open sentences for story problems	Group work	IV-M-19

See assessment folder for MathComp Survey Test for Grade Four which can be administered during the year.

MATHEMATICS

GRADE FIVE

SKILL	HOW TAUGHT	ASSESSMENT
The student will:		
1. Factor to find prime numbers	Chalkboard Textbook	V-M-1
2. Estimate quotients	Oral practice	V-M-2
3. Divide four-digit dividends by two-digit divisors, with and without remainders	Chalkboard Work sheets Notebook paper sideways	V-M-3
4. Find average	Chalkboard Work sheets	V-M-4
5. Find greatest common factor of two given numbers	Workbook Drill	V-M-5
6. Find fractions equivalent to given fractions	Paper activities Equivalent fraction charts Fraction wheel Film: Fractions II (#1213-T2)	V-M-6
7. Find common denominator for two given fractions	Chalkboard Manipulatives Written practice	V-M-7
8. Add two unlike fractions	Chalkboard Textbook Work sheets Fraction Bingo	V-M-8
9. Restate an improper fraction as a whole number or a mixed numeral	Fraction Bingo Oral and written drill	V-M-9
10. Restate a mixed number as an improper fraction	Oral practice Workbook	V-M-10
11. Find the difference between two unlike fractions	Chalkboard Textbook Workbook	V-M-11
12. Find the product of two fractions	Diagrams Textbook Work sheets	V-M-12

MATHEMATICS - GRADE FIVE (Cont'd)

SKILL		HOW TAUGHT	ASSESSMENT
13.	Read and write decimal notations through thousandths	Oral practice Chalkboard Dittoed exercises	V-M-13
14.	Identify like decimal forms (2.400 = 2.4)	Chalkboard Relate to common fractions Simplification	V-M-14
15.	Add decimal numerals that have like numbers of digits to the right of the decimal point	Chalkboard Textbook Work sheets	V-M-15
16.	Find the difference of two decimal numerals that have the same number of digits to the right of the decimal point	Chalkboard Textbook Work sheets	V-M-16
17.	Find the product of a decimal number and a whole number	Chalkboard Textbook Work sheets	V-M-17
18.	Round decimals to the nearest tenth and hundredth	Oral and written practice	V-M-18
19.	Recognize and define pentagon, hexagon, octogon, parallelogram	Observation Chalkboard Work sheets Bicycle Rules of the Road (Sec. of State)	V-M-19
20.	Recognize acute, obtuse, straight angles	Textbook Workbook Chalkboard	V-M-20
21.	Identify radius and diameter of a circle	Overhead projector Dittoed exercises Textbook	V-M-21
22.	Recognize parallel and perpendicular lines	Observation Textbook Overhead projector	V-M-22
23.	Recognize given figures as congruent or non-congruent	Overhead projector Textbook	V-M-23

MATHEMATICS - GRADE FIVE (Cont'd)

SKILL	HOW TAUGHT	ASSESSMENT
24. Interpret data presented in the form of a picture graph, a bar graph	Class activities Film: Introducing Graphs (#1209) Work sheets Newspapers, magazines	V-M-24
25. Read, write and define metric prefixes (deci-, centi-, milli-, kilo-	Oral practice Film: The Metric System (#1204-T2) Textbook	V-M-25
26. Find correct solutions for word problems which involve two step computations	Chalkboard Oral practice Dittoed exercises	V-M-26
27. Solve story problems with addition and subtraction of common fractions and decimal fractions	Chalkboard Oral practice Dittoed exercises	V-M-27

See assessment folder for MathComp Survey Test for Grade Five which can be administered during the year.

MATHEMATICS

GRADE SIX

SKILL	HOW TAUGHT	ASSESSMENT
The student will:		
1. Express a given number in expanded notation to 100,000	Textbook Chalkboard Work sheets	VI-M-1
2. Express a number written in expanded notation as a regular numeral	Textbook Chalkboard Work sheets	VI-M-2
3. Express numbers as powers of ten	Textbook Oral practice Written exercises	VI-M-3
4. Find lowest common denominator for two or more given fractions	Chalkboard Textbook Dittoed exercises Film: How to Change Fractions (#120-T2)	VI-M-4
5. Express a fraction in lowest terms	Chalkboard Written work Fraction Bingo	VI-M-5
6. Add mixed numbers	Textbook Written work Chalkboard	VI-M-6
7. Subtract mixed numbers with and without re-grouping	Textbook Chalkboard activities Written exercises	VI-M-7
8. Multiply fractions, with dividing out process to produce quotient in lowest terms	Good teacher explanation of dividing out (not cancel) Chalkboard Textbook Written exercises	VI-M-8
9. Multiply mixed numbers	Textbook Chalkboard Workbook	VI-M-9
10. Define and use reciprocal	Teacher explanation Examples Written work	VI-M-10

MATHEMATICS - GRADE SIX (Cont'd)

SKILL	HOW TAUGHT	ASSESSMENT
11. Find the quotients of division problems including fractions, mixed numbers and whole numbers	Explain multiplying dividend by reciprocal of divisor (not invert) See A-W Math in Our World, p. 226 (1978) Textbook Chalkboard Dittoed exercises See A-W Investigating School Math, p. 204 (1973)	VI-M-11
12. Find the sum of two or more decimal numbers regardless of digits to the right of the decimal point	Textbook Chalkboard Written work	VI-M-12
13. Find the difference of two decimal numbers regardless of digits to the right of the decimal point	Chalkboard Textbook Workbook	VI-M-13
14. Find the product of two decimal numbers	Chalkboard Textbook Work sheets	VI-M-14
15. Round decimals to the nearest thousandth	Oral practice Work sheets	VI-M-15
16. Divide a decimal by a whole number	Textbook Chalkboard Work sheets	VI-M-16
17. Divide a decimal and/or a whole number by a decimal	Chalkboard Textbook Work sheets	VI-M-17
18. Change given common fraction to equivalent decimal fraction	Teacher explanation Chalkboard Work sheets Equivalent charts Paper manipulatives	VI-M-18
19. Change given decimal fraction to equivalent common fraction	Teacher explanation Chalkboard Work sheets Equivalent charts Paper manipulatives	VI-M-19

MATHEMATICS - GRADE SIX (Cont'd)

SKILL		HOW TAUGHT	ASSESSMENT
20.	Recognize a percent as being a ratio showing a comparison to 100	Good teacher introduction Pictures, diagrams Chalkboard Oral practice	VI-M-20
21.	Change a given common and/or decimal fraction to a percent	Charts Chalkboard Oral and written exercises	VI-M-21
22.	Change a given percent to a common and/or a decimal fraction	Charts Chalkboard Oral and written exercises	VI-M-22
23.	Recognize a cube and find its surface area	Classroom observation Geometric solid set Centimeter blocks	VI-M-23
24.	Work with knowledge of $\angle$, $\overrightarrow{\quad}$, $\overleftrightarrow{\quad}$, $\overrightarrow{\quad}$, $\triangle$, $\square$	Chalkboard Textbook Dittoed exercises	VI-M-24
25.	Use letters to name angle, line segment, line, ray, triangle, rectangle	Chalkboard Textbook Dittoed exercises	VI-M-25
26.	Find area of a triangle	Geoboard activities Graph paper activities Written exercises	VI-M-26
27.	Find area and circumference of a circle	Textbook Chalkboard Dittoed exercises	VI-M-27
28.	Construct a ray, a line segment, a line	Textbook Chalkboard Workbook Straightedge	VI-M-28
29.	Copy a given angle, using compass and straightedge	Textbook Workbook Art projects	VI-M-29
30.	Measure a given angle using a protractor	Textbook Dittoed exercises	VI-M-30
31.	Interpret data presented in the form of a circle graph	Film: Graphs: Understanding and Using Them (#1207-T2) Magazines and newspapers Textbook Dittoed exercises	VI-M-31

MATHEMATICS - GRADE SIX (Cont'd)

SKILL	HOW TAUGHT	ASSESSMENT
32. Locate a point on a graph, given coordinate pairs	Textbook Workbook Dittoed exercises	VI-M-32
33. Solve story problems with multiplication and division of common fractions and decimal fractions	Textbook Workbook Dittoed exercises Situational Math filmstrip	VI-M-33
34. Working knowledge of formulas for area of rectangle, triangle, circle	Written practice	VI-M-34

See assessment folder for MathComp Survey Test for Grade Six which can be administered during the year.

MATHEMATICS

GRADE SEVEN

SKILL	HOW TAUGHT	ASSESSMENT*
The student will:		
1. Write a standard numeral any number expressed in words, either written or given orally, through nine digits	Textbook Worksheets Chalkboard	VII-M-1
2. Round a given numeral to the nearest ten, hundred, thousand, or ten thousand as requested	Textbook Worksheets Chalkboard	VII-M-2
3. Find the sum of any series of whole numbers	Textbook Worksheets Speed tests	VII-M-3
4. Find the difference between any two given whole numbers	Textbook Worksheets Speed tests	VII-M-4
5. Find the product of two given whole numbers	Textbook Worksheets Speed tests	VII-M-5
6. Find the quotient of two given whole numbers where the divisor has one, two, or three digits and the answer is expressed with a remainder when necessary	Textbook Worksheets Speed tests	VII-M-6
7. Demonstrate a knowledge of exponential notation by being able to show repeated multiplication of a factor in exponential form and an exponential form in repeated multiplication	Textbook Worksheets Expanded notation for standard numerals Other number bases	VII-M-7
8. Read a decimal numeral through ten thousandths and write a decimal for a given oral or spelled out numeral	Textbook Read a decimal and give the value of a specific part of the numeral	VII-M-8

*The Maine Township Mathematics Competencies Test should be administered at the beginning of Grade 7.

MATHEMATICS - GRADE SEVEN (Cont'd)

SKILL	HOW TAUGHT	ASSESSMENT
9. Find the sum of a series of decimal numerals, which may or may not have a like place value	Textbook Chalkboard Worksheets	VII-M-9
10. Find the difference between two decimal numerals	Textbook Chalkboard Worksheets	VII-M-10
11. Find the product of two decimal numerals	Textbook Chalkboard Worksheets	VII-M-11
12. Find the quotient of two whole numerals, expressing the answer to a given number of decimal places	Textbook Chalkboard Worksheets Calculate batting averages	VII-M-12
13. Find the quotient of any two given decimal numerals	Textbook Worksheets	VII-M-13
14. Express all the factors of a given numeral	Textbook Worksheets	VII-M-14
15. State if a given number is prime or composite	Textbook Worksheets Prime Chart	VII-M-15
16. Rewrite a composite number as a product of its prime factors	Textbook Worksheets	VII-M-16
17. Find the Greatest Common Factor (GCF) of two given numbers	Textbook Worksheets	VII-M-17
18. Find the Least Common Multiple (LCM) of two given numbers	Textbook Worksheets	VII-M-18
19. Find a set of equivalent fractions for a given fraction	Textbook Worksheets	VII-M-19

MATHEMATICS - GRADE SEVEN (Cont'd)

SKILL		HOW TAUGHT	ASSESSMENT
20.	Express a fraction in its lowest terms	Textbook Worksheets	VII-M-20
21.	Convert a mixed number to an improper fraction and an improper fraction to a mixed number	Textbook Worksheets	VII-M-21
22.	Find the sum of two given fractions with or without common denominators	Textbook Worksheets	VII-M-22
23.	Find the difference between two given fractions whose denominators may or may not be alike	Textbook Worksheets	VII-M-23
24.	Find the product of two given fractions	Textbook Worksheets	VII-M-24
25.	Find the reciprocal of a given fraction	Textbook Worksheets	VII-M-25
26.	Find the quotient of two given fractions	Textbook Worksheets	VII-M-26
27.	Find the sum of two mixed numbers	Textbook Worksheets	VII-M-27
28.	Find the difference of two mixed numbers	Textbook Worksheets	VII-M-28
29.	Solve a simple equation or expression involving addition or subtraction	Textbook Worksheets Emphasize inverse operations	VII-M-29
30.	Solve a simple equation or expression involving multiplication or division	Textbook Worksheets Emphasize inverse operations	VII-M-30
31.	Write the equation and solve word problems with whole numbers and any of the four basic operations	Textbook Worksheets Emphasize labeling the answer	VII-M-31

MATHEMATICS - GRADE SEVEN (Cont'd)

SKILL	HOW TAUGHT	ASSESSMENT
32. Write the equation and solve word problems with fractions and any of the four basic operations	Textbook Worksheets Emphasize labeling the answer	VII-M-32
33. Write the equation and solve word problems with decimals and any of the four basic operations	Textbook Worksheets Emphasize labeling the answer	VII-M-33
34. Find the perimeter of any given geometric figure	Textbook Measuring classroom objects	VII-M-34
35. Use the equations for area of rectangles and triangles to solve given problems	Textbook Worksheets	VII-M-35

See assessment folder for MathComp Survey Test for Grade Seven which can be administered during the year.

GRADE EIGHT

SKILL	HOW TAUGHT	ASSESSMENT
The student will:		
1. Be able to state and use both the commutative and associative properties	Textbook	VIII-M-1
2. Show that operations inside parentheses are performed first in a series of operations	Textbook Multiple step expressions with and without parentheses	VIII-M-2
3. Be able to state and use the distributive property	Textbook Worksheets	VIII-M-3
4. Be able to state a comparison between two quantities as a ratio	Textbook Worksheets	VIII-M-4
5. Write and solve a proportion	Textbook Worksheets	VIII-M-5
6. Write a percent for a given ratio	Textbook Worksheets	VIII-M-6
7. Write a percent for a given fraction or decimal	Textbook Worksheets	VIII-M-7
8. Find the solution for a percent of a given number	Textbook Worksheets	VIII-M-8
9. Find the percent one number is of another number	Textbook Worksheets	VIII-M-9
10. Find the total amount (or base) when given the percent and the portion (or part)	Textbook Worksheets	VIII-M-10
11. Make a pictograph or bar graph of a given set of data	Textbook Worksheets	VIII-M-11
12. Find the sum of two given integers	Textbook Worksheets	VIII-M-12

MATHEMATICS - GRADE EIGHT (Cont'd)

SKILL	HOW TAUGHT	ASSESSMENT
13. Find the difference of two given integers	Textbook Worksheets	VIII-M-13
14. Write an equation and find the solution for word problems involving any of the four basic operations	Textbook Worksheets	VIII-M-14
15. Solve word problems involving percentage including such terms as interest, discount and sales tax	Textbook Worksheets	VIII-M-15
16. Identify acute, right and obtuse angles	Textbook Worksheets	VIII-M-16
17. Measure angles and state their size in degrees	Textbook Worksheets	VIII-M-17
18. Construct an angle equal in size to a given angle	Textbook Worksheets	VIII-M-18
19. Construct the bisector of a given angle	Textbook Worksheets	VIII-M-19
20. Locate and label a point in a coordinate plane	Textbook Worksheets	VIII-M-20
21. Solve expressions by substituting a given value for an unknown	Textbook Worksheets	VIII-M-21
22. Solve for an unknown in a given expression involving addition, subtraction and/or multiplication	Textbook Worksheets	VIII-M-22

See assessment folder for MathComp Survey Test for Grade Eight which can be administered during the year.

ALGEBRA

For those students who are able to progress beyond the basic skills listed herein, the District offers an Algebra course during the eighth grade. The topics include:

Introduction of algebraic language
The use of mathematical sentences or equations
Development of mathematical reasoning and logic
Relations and functions
Applications and problem-solving.

Assessment of the skills will be accomplished by teacher-made tests and quizzes, end of chapter tests from the text, and unit tests.

COMPUTER LITERACY

Microcomputers are being introduced to students in grades 6, 7 and 8 during the 1981-82 school year. Initial instruction will include:

Knowledge of parts, functions, and commands
Drill and practice
Problem solving
Simulation/gaming
Graphics
Programming.

Evaluation of student progress will be determined by teacher observation of student's performance at the computer, tests, print-outs, and programs developed. Publisher materials, teacher-designed programs, and students' original programs will be used.

WRITTEN COMMUNICATION

Our Written Communication curriculum organizes the sequence of instructional objectives to foster effective teaching. These major strands are featured:

I. Capitalization

II. Punctuation

III. Grammar

IV. Sentence Structure

V. Penmanship

VI. Written Expression

VII. Creative Writing

VIII. Spelling

Through an emphasis on writing in many forms and for various purposes, careful instruction, the use of many types of text and other instructional materials, ongoing assessment and structured class time, each student has a vast range of resources to aid in the mastery of these basic skills.

LANGUAGE ARTS

WRITTEN COMMUNICATION
SCOPE AND SEQUENCE CHART

CAPITALIZATION

Basic Skill:	K	1	2	3	4	5	6	7	8
Pronoun "I"		X	X	X	X	X	X	X	X
First word in sentence		X	X	X	X	X	X	X	X
People's names		X	X	X	X	X	X	X	X
Days and months		X	X	X	X	X	X	X	X
Titles of persons			X	X	X	X	X	X	X
Abbreviations			X	X	X	X	X	X	X
Initials			X	X	X	X	X	X	X
Place names			X	X	X	X	X	X	X
Holidays			X	X	X	X	X	X	X
Titles of books, poetry and compositions				X	X	X	X	X	X
First word of a direct quotation					X	X	X	X	X
First word of a line of poetry					X	X	X	X	X
First word in salutation of letter					X	X	X	X	X
First word in complimentary close of letter					X	X	X	X	X
First word in each topic of outline					X	X	X	X	X
School subjects								X	X
Proper adjectives								X	X

LANGUAGE ARTS

WRITTEN COMMUNICATION
SCOPE AND SEQUENCE CHART

PUNCTUATION

Basic Skill:	K	1	2	3	4	5	6	7	8
Period at end of declarative sentence		X	X	X	X	X	X	X	X
Question mark at end of question		X	X	X	X	X	X	X	X
Period after abbreviations			X	X	X	X	X	X	X
Period after initials			X	X	X	X	X	X	X
Comma between city and state			X	X	X	X	X	X	X
Apostrophe in a contraction			X	X	X	X	X	X	X
Comma in a series				X	X	X	X	X	X
Comma after introductory words				X	X	X	X	X	X
Period after an imperative sentence				X	X	X	X	X	X
Use of quotation marks in dialogue					X	X	X	X	X
Use of comma in dialogue					X	X	X	X	X
Use of proper end marks in dialogue					X	X	X	X	X
Apostrophes in possessive nouns					X	X	X	X	X
Comma after salutation in a social letter					X	X	X	X	X
Comma after complimentary close in a letter					X	X	X	X	X
Colon after salutation in a business letter					X	X	X	X	X
Use of hyphen to divide words at end of line (syllabication)					X	X	X	X	X
Exclamation point after exclamatory sentence					X	X	X	X	X
Exclamation point after interjection						X	X	X	X

LANGUAGE ARTS - WRITTEN COMMUNICATION: SCOPE AND SEQUENCE CHART

PUNCTUATION (Cont'd)

Basic Skill:	K	1	2	3	4	5	6	7	8
Quotation marks around titles of magazine articles, selections from books, etc.						X	X	X	X
Underline titles of books, magazines, movies, etc.						X	X	X	X
Commas to set off appositives								X	X
Commas to set off parenthetical expressions								X	X
Commas to separate parts of a compound sentence								X	X
Comma after introductory phrases and clauses								X	X
Comma after direct address								X	X

LANGUAGE ARTS

WRITTEN COMMUNICATION
SCOPE AND SEQUENCE CHART

GRAMMAR

Basic Skill:	K	1	2	3	4	5	6	7	8
Concept of a noun		X	X	X	X	X	X	X	X
Concept of a verb		X	X	X	X	X	X	X	X
Concept of an adjective		X	X	X	X	X	X	X	X
Identification of common nouns				X	X	X	X	X	X
Identification of proper nouns				X	X	X	X	X	X
Identification of action verbs				X	X	X	X	X	X
Identification of adjectives				X	X	X	X	X	X
Form plural nouns				X	X	X	X	X	X
Identification of pronouns					X	X	X	X	X
Identification of adverbs					X	X	X	X	X
Form possessive nouns					X	X	X	X	X
Identification of helping verbs					X	X	X	X	X
Identification of linking verbs					X	X	X	X	X
Identification of complete subject and predicate					X	X	X	X	X
Identification of simple subject and predicate					X	X	X	X	X
Agreement of subject and verb					X	X	X	X	X
Awareness that a word may be used as more than one part of speech					X	X	X	X	X

LANGUAGE ARTS - WRITTEN COMMUNICATION: SCOPE AND SEQUENCE CHART

GRAMMAR (Cont'd)

Basic Skill:	K	1	2	3	4	5	6	7	8
Identification of prepositions and prepositional phrases						X	X	X	X
Identification of conjunctions						X	X	X	X
Identification of interjections						X	X	X	X
Identify pronoun antecedents						X	X	X	X
Recognition of compound subjects and predicates						X	X	X	X
Identification of direct objects							X	X	X
Identification of indirect objects							X	X	X
Identification of predicate nominatives							X	X	X
Identification of predicate adjectives							X	X	X
Correct use of verb tense							X	X	X
Identification and use of nominative pronouns							X	X	X
Identification and use of objective pronouns							X	X	X
Identification and use of possessive pronouns							X	X	X
Function of adverbs							X	X	X
Comparison of adjectives							X	X	X
Comparison of adverbs							X	X	X
Pronoun agreement with antecedent								X	X
Noun used in apposition								X	X
Function of prepositional phrases								X	X
Regular and irregular verbs								X	X

LANGUAGE ARTS - WRITTEN COMMUNICATION: SCOPE AND SEQUENCE CHART

GRAMMAR (Cont'd)

Basic Skill:	K	1	2	3	4	5	6	7	8
Identification of transitive and intransitive verbs									X
Function of conjunctions and conjunctive adverbs									X

LANGUAGE ARTS

WRITTEN COMMUNICATION
SCOPE AND SEQUENCE CHART

SENTENCE STRUCTURE

Basic Skill:	K	1	2	3	4	5	6	7	8
Identify a simple statement		X	X	X	X	X	X	X	X
Identify a simple question		X	X	X	X	X	X	X	X
Identify an imperative sentence				X	X	X	X	X	X
Identify an exclamatory sentence					X	X	X	X	X
Identify fragments and run-ons						X	X	X	X
Identify compound sentences							X	X	X
Identify complex sentences							X	X	X
Identify compound-complex sentences									X
Identify independent and dependent clauses									X

LANGUAGE ARTS

WRITTEN COMMUNICATION
SCOPE AND SEQUENCE CHART

PENMANSHIP

Basic Skill:	K	1	2	3	4	5	6	7	8
Awareness of the need for writing	X	X	X	X	X	X	X	X	X
Alphabet recognition	X	X	X	X	X	X	X	X	X
Produce circles, sticks, and letters	X	X	X	X	X	X	X	X	X
Trace the outline of a given letter	X	X	X	X	X	X	X	X	X
Reproduce a pattern exactly as written		X	X	X	X	X	X	X	X
Copy a given letter		X	X	X	X	X	X	X	X
Use manuscript writing effectively		X	X	X	X	X	X	X	X
Identify letters in cursive writing			X	X	X	X	X	X	X
Produce letters and words in cursive writing				X	X	X	X	X	X
Use cursive writing effectively (size, slant, spacing)				X	X	X	X	X	X

LANGUAGE ARTS

WRITTEN COMMUNICATION
SCOPE AND SEQUENCE CHART

WRITTEN EXPRESSION

Basic Skill:	K	1	2	3	4	5	6	7	8
Write simple statement		X	X	X	X	X	X	X	X
Write simple question		X	X	X	X	X	X	X	X
Creative writing		X	X	X	X	X	X	X	X
Rewriting questions as statements				X	X	X	X	X	X
Rewriting statements as questions				X	X	X	X	X	X
Arranging sentences in logical order				X	X	X	X	X	X
Writing social letters				X	X	X	X	X	X
Writing commands					X	X	X	X	X
Writing exclamatory sentences					X	X	X	X	X
Writing simple paragraphs					X	X	X	X	X
Skills in proofreading and revision					X	X	X	X	X
Writing outlines						X	X	X	X
Writing topic sentences and complete paragraphs						X	X	X	X
Combine paragraphs to develop a report on a given topic							X	X	X
Writing compound sentences							X	X	X
Writing complex sentences							X	X	X
Notetaking and outlining							X	X	X

LANGUAGE ARTS - WRITTEN COMMUNICATION: SCOPE AND SEQUENCE CHART

WRITTEN EXPRESSION (Cont'd)

Basic Skill:	K	1	2	3	4	5	6	7	8
Writing narratives								X	X
Writing descriptions								X	X
Creative writing using figures of speech (similes, metaphors, alliteration, and personification)								X	X
Writing compound-complex sentences									X
Research skills - bibliography									X
Research skills - footnotes									X
Skill in expository writing									X

LANGUAGE ARTS

WRITTEN COMMUNICATION
SCOPE AND SEQUENCE CHART

SPELLING

Basic Skill:	K	1	2	3	4	5	6	7	8
Visual discrimination among letters		X	X	X	X	X	X	X	X
Visual discrimination among words		X	X	X	X	X	X	X	X
Visual memory of words		X	X	X	X	X	X	X	X
Consonants		X	X	X	X	X	X	X	X
Beginning blends		X	X	X	X	X	X	X	X
Digraphs		X	X	X	X	X	X	X	X
Vowels		X	X	X	X	X	X	X	X
Homonyns		X	X	X	X	X	X	X	X
Dictionary Skills		X	X	X	X	X	X	X	X
Final blends			X	X	X	X	X	X	X
Silent consonants			X	X	X	X	X	X	X
Regular plurals			X	X	X	X	X	X	X
Irregular plurals			X	X	X	X	X	X	X
Regular verb forms			X	X	X	X	X	X	X
Irregular verb forms				X	X	X	X	X	X
Syllabication				X	X	X	X	X	X
Comparatives				X	X	X	X	X	X
Contractions				X	X	X	X	X	X
Abbreviations				X	X	X	X	X	X
Homographs				X	X	X	X	X	X
Compounds				X	X	X	X	X	X
Prefixes					X	X	X	X	X
Suffixes					X	X	X	X	X

LANGUAGE ARTS

WRITTEN COMMUNICATION

GRADE ONE

SKILL		OBJECTIVE	ASSESSMENT
CAPITALIZATION	1.	The student will consistently capitalize the pronoun, I.	I-C-1
	2.	The student will capitalize the first word in the sentence.	I-C-2
	3.	The student will capitalize proper nouns, such as people's names, days, and months.	I-C-3
PUNCTUATION	4.	Students will correctly punctuate simple sentences and questions.	I-P-4
GRAMMAR	5.	The student will recognize nouns as names of persons, places, and things.	I-G-5
	6.	Students will recognize a verb as a word which conveys action.	I-G-6
	7.	Students will recognize an adjective as a describing word.	I-G-7
SENTENCE STRUCTURE	8.	The student will recognize a simple statement as a complete thought.	I-SS-8
	9.	The student will recognize a simple question as a complete thought.	I-SS-9
PENMANSHIP	10.	The student will be able to reproduce a pattern exactly as given.	Teacher Assessment
	11.	The student will be able to copy a given letter.	Teacher Assessment
	12.	The student will be able to use manuscript writing effectively.	Teacher Assessment

LANGUAGE ARTS - WRITTEN COMMUNICATION - GRADE ONE

SKILL		OBJECTIVE	ASSESSMENT
WRITTEN EXPRESSION	13.	The student will be able to write a statement expressing a complete thought.	I-WE-13
	14.	The student will be able to write a question expressing a complete thought.	I-WE-14
CREATIVE WRITING	15.	Given an appropriate motivating activity, the child will produce a creative written expression.	Teacher Assessment
SPELLING	16.	Given an assortment of letters of the alphabet, the child can identify the letters and group the like ones together.	I-S-16
	17.	Given a number of words, the child can identify the words that are the same.	I-S-17
	18.	After viewing a short word, a student will choose that word from a small number of words.	I-S-18
	19.	Given a regular consonant sound (in context), the student will be able to identify it with its graphic representation.	I-S-19
	20.	Given the beginning consonant blend sound the pupil will be able to associate it with its graphic representation.	I-S-20
	21.	Given the consonant digraph sounds (sh, ch, ng, wh, and th) (in context), the student will be able to associate these with their graphic representations.	I-S-21

LANGUAGE ARTS - WRITTEN COMMUNICATION - GRADE ONE

SKILL		OBJECTIVE	ASSESSMENT
	22.	Given (in context) the short vowel sounds (a, e, i, o, u, y) in initial or medial position, the student will be able to associate them with their graphic representations.	I-S-22
	23.	Given a group of words with various spellings of long vowel sounds, the student can differentiate and can appropriately supply the correct grapheme for each word.	I-S-23
	24.	Given homonyms in context, the student can correctly spell the fitting form of the word.	I-S-24
	25.	Given a group of words a child will be able to put them in alphabetical order.	I-S-25

LANGUAGE ARTS - WRITTEN COMMUNICATION - GRADE TWO

SKILL		OBJECTIVE	ASSESSMENT
CAPITALIZATION	1.	The student will capitalize titles of persons.	II-C-1
	2.	The student will capitalize abbreviations when appropriate.	II-C-2
	3.	The student will capitalize initials.	II-C-3
	4.	The student will capitalize place names.	II-C-4
	5.	The student will capitalize holidays.	II-C-5
PUNCTUATION	6.	The student will correctly punctuate abbreviations.	II-P-6
	7.	The student will place a period after initials.	II-P-7
	8.	The student will place commas correctly in dates.	II-P-8
	9.	The student will place commas correctly between city and state.	II-P-9
	10.	The student will use the apostrophe correctly in contractions.	II-P-10
GRAMMAR	11.	The student will use nouns, verbs, and adjectives correctly as introduced in Grade One.	Teacher Assessment
SENTENCE STRUCTURE	12.	The student will show understanding of a simple statement as introduced in Grade One.	Teacher Assessment
	13.	The student will show understanding of a simple question as introduced in Grade One.	Teacher Assessment

LANGUAGE ARTS - WRITTEN COMMUNICATION - GRADE TWO

SKILL		OBJECTIVE	ASSESSMENT
PENMANSHIP	14.	The student will correctly identify letters in cursive writing.	Teacher Assessment
WRITTEN EXPRESSION	15.	The student will demonstrate the ability to write complete sentences using proper capitalization and punctuation.	II-WE-15
CREATIVE WRITING	16.	Given an appropriate motivating activity, the child will produce a creative written expression.	Teacher Assessment
SPELLING	17.	Given a final blend sound, the student will be able to identify it with its graphic representation.	II-S-17 Grade Two Spelling List
	18.	Given a word with a silent consonant, the student will visually identify the silent letter.	"
	19.	Given a word containing a silent consonant orally, the student will spell it correctly in writing.	"
	20.	Given a noun, the student will add an s or es to form the plural by spelling the change in sound.	II-S-20
	21.	Given a noun or verb ending in y preceded by a consonant, the student will form the plural or the noun and third person singular of the verb correctly.	II-S-21

LANGUAGE ARTS - WRITTEN COMMUNICATION - GRADE TWO

SKILL	OBJECTIVE	ASSESSMENT
	22. Given short vowel words, the student will double the final consonant to add an ending.	II-S-22
	23. Given long vowel words ending in e, the student will add endings correctly.	II-S-23
	24. The student will consistently add ed to spell the past tense of regular verbs.	II-S-24

LANGUAGE ARTS - WRITTEN COMMUNICATION - GRADE THREE

SKILL		OBJECTIVE	ASSESSMENT
CAPITALIZATION	1.	The student will correctly capitalize titles of books, poetry, compositions, etc.	III-C-1
PUNCTUATION	2.	The student will use commas correctly in a series of words.	III-P-2
	3.	The student will use commas correctly after an introductory word in a sentence.	III-P-3
	4.	The student will use a period after an imperative sentence.	III-P-4
GRAMMAR	5.	Given a simple sentence, the student will identify singular and plural common nouns.	III-G-5
	6.	Given a simple sentence, the student will identify singular and plural proper nouns.	III-G-6
	7.	Given a simple sentence, the student will identify action verbs.	III-G-7
	8.	Given a simple sentence, the student will identify adjectives.	III-G-8
	9.	The student will demonstrate the ability to form plural nouns according to rules.	III-G-9
SENTENCE STRUCTURE	10.	The student will demonstrate the ability to identify imperative sentences.	III-SS-10
PENMANSHIP	11.	The student will demonstrate the ability to produce letters and words in cursive writing.	Teacher Assessment
	12.	The student will demonstrate the ability to use cursive writing effectively, including appropriate size, slant, and spacing.	Teacher Assessment

LANGUAGE ARTS - WRITTEN COMMUNICATION - GRADE THREE

SKILL		OBJECTIVE	ASSESSMENT
WRITTEN EXPRESSION	13.	The student will rewrite questions as statements.	III-WE-13
	14.	The student will rewrite statements as questions.	III-WE-14
	15.	The student will arrange sentences in logical order.	III-WE-15
	16.	The student will write a social letter in the correct form.	Teacher Assessment
CREATIVE WRITING	17.	Given an appropriate motivating activity, the child will produce a creative written expression.	Teacher Assessment
SPELLING	18.	The student will spell irregular verb forms correctly.	III-S-18 Grade Three Spelling List
	19.	Given a polysyllabic word, the student will break the words into syllables and spell one syllable at a time.	"
	20.	The student will spell the comparative forms correctly.	"
	21.	The student will spell contractions correctly.	"
	22.	The student will spell abbreviations correctly.	"
	23.	The student will spell compound words correctly.	"
	24.	The student will spell homographs correctly.	"

LANGUAGE ARTS - WRITTEN COMMUNICATION - GRADE FOUR

SKILL		OBJECTIVE	ASSESSMENT
CAPITALIZATION	1.	The student will capitalize the first word of a direct quotation.	IV-C-1
	2.	The student will capitalize the first word of the salutation in a letter.	Teacher Assessment
	3.	The student will capitalize the first word of a letter closing.	Teacher Assessment
	4.	The student will capitalize the first word of a line of poetry.	IV-C-4
PUNCTUATION	5.	The student will use quotation marks in dialogue.	IV-P-5
	6.	The student will use a comma in direct dialogue.	IV-P-6
	7.	The student will use proper end marks in dialogue.	IV-P-7
	8.	The student will use apostrophes in possessive nouns.	IV-P-8
	9.	The student will use a comma after the salutation and complimentary close in a social letter.	IV-P-9
	10.	The student will use a colon after the saluation in a business letter.	Teacher Assessment
	11.	The student will use a hyphen to divide words at the end of a line.	IV-P-11
	12.	The student will identify and use the exclamation point at the end of an exclamatory sentence.	IV-P-12

LANGUAGE ARTS - WRITTEN COMMUNICATION - GRADE FOUR

SKILL		OBJECTIVE	ASSESSMENT
GRAMMAR	13.	Students will identify pronouns used as subjects.	IV-G-13
	14.	Students will identify pronouns showing possession.	IV-G-14
	15.	Students will identify adverbs as describers of action words.	IV-G-15
	16.	Students will identify and be able to form singular and plural possessive nouns.	IV-G-16
	17.	Students will identify helping verbs.	IV-G-17
	18.	Students will identify linking verbs.	IV-G-18
	19.	Students will identify complete subject and predicate.	IV-G-19
	20.	Students will identify simple subject and predicate.	IV-G-20
	21.	Students will identify correct subject and predicate agreement.	IV-G-21
	22.	Students will be aware that one word may be used as several different parts of speech.	IV-G-22
SENTENCE STRUCTURE	23.	Students will identify exclamatory sentences.	IV-SS-23
PENMANSHIP	24.	The student will continue to improve in his ability to use cursive writing effectively, including appropriate size, slant, and spacing.	Teacher Assessment

LANGUAGE ARTS - WRITTEN COMMUNICATION - GRADE FOUR

SKILL		OBJECTIVE	ASSESSMENT
WRITTEN EXPRESSION	25.	Students will correctly write and punctuate commands.	IV-WE-25
	26.	Student will correctly write and punctuate exclamations.	IV-WE-26
	27.	Students will indent the first word of a paragraph.	Teacher Assessment
	28.	Students will proofread and revise written work.	Teacher Assessment
CREATIVE WRITING	29.	Given an appropriate motivating activity, the child will produce a creative written expression.	Teacher Assessment
SPELLING	30.	Students will identify and correctly spell words containing prefixes.	IV-S-30 Grade Four Spelling List
	31.	Students will identify and correctly spell words containing suffixes.	"

LANGUAGE ARTS - WRITTEN COMMUNICATION - GRADE FIVE

SKILL		OBJECTIVE	ASSESSMENT
CAPITALIZATION	1.	The student will capitalize the first word of each topic in an outline.	V-C-1
PUNCTUATION	2.	The student will use an exclamation point after an interjection.	V-P-2
	3.	The student will use quotation marks around titles of magazine articles, selections from books, etc.	V-P-3
	4.	The student will underline titles of books, magazines, movies, etc.	V-P-4
GRAMMAR	5.	The student will identify a preposition and prepositional phrase.	V-G-5
	6.	In a series of sentences, the student will label all conjunctions.	V-G-6
	7.	The student will identify all interjections used in a series of sentences.	V-G-7
	8.	In a series of sentences with pronouns, the student will identify all antecedents.	V-G-8
	9.	The student will be able to identify compound subjects and/or predicates in a given sentence.	V-G-9
SENTENCE STRUCTURE	10.	The student will be able to identify sentence fragments and run-ons.	V-SS-10

LANGUAGE ARTS - WRITTEN COMMUNICATION - GRADE FIVE

SKILL		OBJECTIVE	ASSESSMENT
PENMANSHIP	11.	The student will use cursive writing effectively, including appropriate size, slant, and spacing.	Teacher Assessment
WRITTEN EXPRESSION	12.	The student will be able to select main ideas and supporting details to use in proper outline form.	V-WE-12
	13.	The student will write a cohesive paragraph with a topic sentence and several related sentences.	Teacher Assessment
CREATIVE WRITING	14.	Given an appropriate motivating activity, the child will produce a creative written expression.	Teacher Assessment
SPELLING	15.	The student will correctly spell words using the vowel phonemes for the o sound spelled au, aw, o, and a.	Teacher Assessment
	16.	The student will correctly spell contractions and possessives.	V-S-16
	17.	The student will correctly spell abbreviations.	V-S-17
	18.	Students will review all previcusly learned spelling rules.	V-S-18 Grade Five Spelling List

LANGUAGE ARTS - WRITTEN COMMUNICATION - GRADE SIX

SKILL		OBJECTIVE	ASSESSMENT
CAPITALIZATION	1.	The student will use capital letters correctly in his written expression following all the rules learned in Grades One through Five.	Teacher Assessment
PUNCTUATION	2.	The student will use commas, periods, question marks, exclamation marks, quotation marks, apostrophes, and colons correctly in his written expression.	Teacher Assessment
GRAMMAR	3.	Given a sentence, the student will be able to identify a direct object.	VI-G-3
	4.	Given a sentence, the student will be able to identify an indirect object.	VI-G-4
	5.	Given a sentence, the student will be able to identify a predicate nominative.	VI-G-5
	6.	Given a sentence, the student will be able to identify a predicate adjective.	VI-G-6
	7.	Given verbs in context, the student will be able to identify their tense.	VI-G-7
	8.	The student will show his understanding of pronoun case by identifying nominative, objective, and possessive pronouns.	VI-G-8
	9.	The student will show his comprehension of certain confusing adjectives and adverbs by correctly choosing one or the other for use in a sentence.	VI-G-9
	10.	The student will show his understanding of comparative and superlative modifiers by indicating the degree of given modifiers in a sentence.	VI-G-10

LANGUAGE ARTS - WRITTEN COMMUNICATION - GRADE SIX

SKILL		OBJECTIVE	ASSESSMENT
SENTENCE STRUCTURE	11.	The student will be able to identify compound sentences.	VI-SS-11
	12.	The student will be able to identify complex sentences.	VI-SS-12
PENMANSHIP	13.	The student will use cursive writing effectively, including appropriate size, slant, and spacing.	Teacher Assessment
WRITTEN EXPRESSION	14.	Student will properly write compound and complex sentences.	VI-WE-14
	15.	Student will demonstrate ability to combine ideas and concepts by organizing sentences and paragraphs to develop a report.	VI-WE-15
	16.	Research skill--Student will develop note taking skills in connection with research and writing.	Teacher Assessment
	17.	Research skill--Student will develop and use outlining skill in writing.	Teacher Assessment
CREATIVE WRITING	18.	Given an appropriate motivating activity, the child will produce a creative written expression.	Teacher Assessment
SPELLING	19.	The student will correctly use all the spelling concepts and skills introduced in earlier grades.	VI-S-19 Grade Six Spelling List

LANGUAGE ARTS - WRITTEN COMMUNICATION - GRADE SEVEN

SKILL		OBJECTIVE	ASSESSMENT
CAPITALIZATION	1.	Student will correctly capitalize school subjects that are language or course names followed by a number.	VII-C-1
	2.	Student will capitalize all proper adjectives.	VII-C-2
PUNCTUATION	3.	Student will use commas to set off appositives.	VII-P-3
	4.	Student will use commas to set off parenthetical expressions.	VII-P-4
	5.	Student will use commas to separate parts of a compound sentence.	VII-P-5
	6.	Student will use commas after introductory clauses and phrases.	VII-P-6
	7.	Student will use commas to set off words used in direct address.	VII-P-7
GRAMMAR	8.	Student will correctly use adverbs that modify verbs, adjectives, and other adverbs.	VII-G-8
	9.	Student will correctly use comparative and superlative forms of adverbs.	VII-G-9
	10.	The student will show understanding of pronoun agreement with antecedent by choosing the antecedent that agrees with the pronoun.	VII-G-10
	11.	Student will use appositives (word or words that mean the same thing as the word it follows) in relation to words within sentence.	VII-G-11

LANGUAGE ARTS - WRITTEN COMMUNICATION - GRADE SEVEN

SKILL		OBJECTIVE	ASSESSMENT
GRAMMAR (Cont'd)	12.	Student will use prepositional phrases that function as adjectives or adverbs.	VII-G-12
	13.	Student will demonstrate correct usage of regular and irregular verb forms.	VII-G-13a VII-G-13b
WRITTEN EXPRESSION	14.	Narrative writing--Student will tell what happened (narration) in writing exercises.	VII-G-14-16 Teacher Assessment
	15.	Descriptive writing--Student will create word pictures through use of descriptive writing.	Teacher Assessment
	16.	Student will write creatively through the use of figures of speech: simile, metaphor, alliteration, personification.	Teacher Assessment
CREATIVE WRITING	17.	Given an appropriate motivating activity, the child will produce a creative written expression.	Teacher Assessment
SPELLING	18.	The student will correctly use all the spelling concepts and skills introduced in earlier grades.	VII-S-18 Grade Seven Spelling List

LANGUAGE ARTS - WRITTEN COMMUNICATION - GRADE EIGHT

SKILL		OBJECTIVE	ASSESSMENT*
CAPITALIZATION	1.	The student will capitalize the first word in topic and sub-topics of outline.	VIII-C-1
GRAMMAR	2.	The student will demonstrate his ability to distinguish between transitive and intransitive verbs.	VIII-G-2
	3.	Given compound, complex, and compound-complex sentences, the student will demonstrate his knowledge of the function of conjunctions and conjunctive adverbs by choosing those appropriate to that sentence--e.g., accordingly, afterwards, also, consequently, finally, for instance, for example, furthermore, however, moreover, nevertheless, therefore, thus, etc.	VIII-G-3
SENTENCE STRUCTURE	4.	The student will identify compound-complex sentences.	VIII-SS-4
	5.	The student will identify independent and dependent clauses.	VIII-SS-5
WRITTEN EXPRESSION	6.	The student will write compound-complex sentences including appropriate conjunctive adverbs.	VIII-WE-6
	7.	The student will include a bibliography at the end of a research paper using the following form: Books Smith, John. Everyday Biology. New York: The Macmillan Co., 1980. Periodicals Smith, John. "Invertebrates." Biological Studies 14 (October 1966): 22-68.	Teacher Assessment

*The Maine Township Language Arts Competencies Test should be administered at the beginning of Grade 8.

SKILL	OBJECTIVE	ASSESSMENT
WRITTEN EXPRESSION (Cont'd)	8. The student will include footnotes in a research paper using the following form, as well as such common terms as ibid., op. cit., loc. cit, etc. Books [1]John Smith, Everyday Biology (New York: The Macmillan Co., 1980), p. 17. Periodicals [1]John Smith, "Invertebrates," Biological Studies 14 (October 1966): 22-68.	Teacher Assessment
	9. The student will use the following techniques to demonstrate his skill in expository writing: a. Selecting the topic b. Limiting the topic c. Developing the topic into a thesis statement d. Writing an outline e. Writing the paper 1. First paragraph--introduction and thesis statement 2. Supporting paragraphs using factual detail, anecdotes, examples, comparison, contrast, cause and effect, and/or analogy 3. Concluding paragraph--restating thesis and ending with a generalization, prediction, or appropriate quotation. f. Proofread and revise the paper g. Prepare the final copy	Teacher Assessment
CREATIVE WRITING	10. Given an appropriate motivating activity, the child will produce a creative written expression.	Teacher Assessment

LANGUAGE ARTS - WRITTEN COMMUNICATION - GRADE EIGHT

SKILL	OBJECTIVE	ASSESSMENT
CREATIVE WRITING (Cont'd)	11. The student will write creatively in various forms, inclucing prose and poetry.	Teacher Assessment
	12. The student will include in creative writing the following figures of speech: personification, simile, and metaphor.	Teacher Assessment
	13. The student will include in creative writing the following sound devices: onomotopoeia and alliteration.	Teacher Assessment
SPELLING	14. The student will correctly use all the spelling concepts and skills introduced in earlier grades.	VIII-S-11 . Grade Eight Spelling List

ORAL COMMUNICATION

Oral Communication has been described as a "pathway to learning."

> Increasing evidence indicates oral language skills are central to the development of other language skills and to achievement in other areas of the curriculum. Moreover, oral communication skills are critical to the effective functioning of adults in career and social contexts.[1]

Through speaking and listening we relate our ideas and exchange viewpoints with others.

As a child progresses in this discipline from identification of sounds to oral interpretation, and then verbal description, it is the school's responsibility to ensure varied opportunities to develop greater skills in listening and speaking.

Our emphasis is on acquiring conversational skills, vocabulary, articulate speech, oral expression, social amenities, courteous listening habits, and giving and following directions.

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[1] Resources for Assessment in Communication (Annandale, Virginia: Speech Communication Association, 1980).

LANGUAGE ARTS

ORAL COMMUNICATION
SCOPE AND SEQUENCE CHART

LISTENING

Basic Skill	K	1	2	3	4	5	6	7	8
1. Environmental sounds	X	X							
2. Loud and soft sounds	X	X							
3 Rhythm patterns	X	X							
4. Rhyming words	X	X	X	X					
5. Oral directions	X	X	X						
6. Retelling story	X	X							
7. Retell in sequence	X	X	X	X	X	X	X	X	X
8. Letters of alphabet	X	X							
9. Verbal clues for identification	X	X	X	X	X	X	X	X	X
10. Verbal discussions	X	X	X	X	X	X	X	X	X
11. Listens to opinions of others	X	X	X	X	X	X	X	X	X
12. Listens for enjoyment	X	X	X						
13. Oral information	X	X	X	X	X	X	X	X	X
14. Courteous listening habits	X	X	X	X	X	X	X	X	X
15. Syllables		X	X	X	X	X	X	X	X
16. Subtlety of meaning and multiple word				X	X	X	X	X	X
17. More complex directions					X	X	X	X	X
18. Oral information				X	X	X	X	X	X
19. Emotions and motivations					X	X	X	X	X

LANGUAGE ARTS

ORAL LANGUAGE
SCOPE AND SEQUENCE CHART

SPEAKING

Basic Skill:	K	1	2	3	4	5	6	7	8
1. Initate sounds	X	X							
2. Personal needs, desires & feelings	X	X							
3. Daily life needs	X	X							
4. Formal & informal conversations	X	X	X	X	X	X	X	X	X
5. Complete sentences	X	X	X	X	X	X	X	X	X
6. Describes	X	X	X	X	X	X	X	X	X
7. Using precise vocabulary	X	X	X	X	X	X	X	X	X
8. Articulate speech	X	X	X	X	X	X	X	X	X
9. Coherent manner	X	X	X	X	X	X	X	X	X
10. Grade level vocabulary	X	X	X	X	X	X	X	X	X
11. Correct grammar	X	X	X	X	X	X	X	X	X
12. Dramatize stories	X	X	X	X	X	X	X	X	X
13. Social amenities	X	X	X	X	X	X	X	X	X
14. Read orally with expression		X	X	X	X	X	X	X	X
15. Expand simple sentences			X	X	X	X	X	X	X
16. Oral reports			X	X	X	X	X	X	X
17. Express intended meaning				X	X	X	X	X	X
18. Introductory and concluding sentences				X	X	X	X	X	X

LANGUAGE ARTS

ORAL COMMUNICATION

GRADES K, 1, 2, and 3

SKILL		OBJECTIVE	ASSESSMENT*
LISTENING	1.	Student will be able to distinguish between familiar environmental sounds.	Student points to or verbally identifies pictures which make familiar environmental sounds.
	2.	Student will be able to discriminate between loud and soft sounds and pitch variations.	Student will distinguish loud and soft sounds by orally responding to contrasting sounds; repeats pitch variations.
	3.	Student will be able to imitate rhythm patterns.	Student will imitate a rhythm pattern by clapping, skipping, or hopping.
	4.	Student will be able to rhyme spoken words.	Student will identify words that rhyme and/or select rhyming pictures.
	5.	Student will be able to follow simple oral directions.	Student will follow simple oral directions.
	6.	Student will be able to listen to simple sentence or song for recall.	Student will retell a story for teacher evaluation.
	7.	Student will be able to listen to story or event in sequence.	Student will retell story or event in proper sequence, identifying beginning, middle and end.
	8.	Student will be able to listen to letters of the alphabet to discriminate.	Student will discriminate letters of the alphabet orally.
	9.	Student will be able to listen to verbal clues to develop identification of object from those clues.	Student will listen to verbal clues to identify a simple object.

* See Listening Comprehension, Grades 1-3, Games and Activities and Listening Comprehension, Grades 1-3, Informal Inventories for assessment instruments. These are in the Basic Skills Assessments Box.

LANGUAGE ARTS - ORAL COMMUNICATION - GRADES K, 1, 2, and 3

SKILL		OBJECTIVE	ASSESSMENT
LISTENING (Cont'd)	10.	Student will be able to listen, follow, and participate in discussion.	Student can contribute verbally with appropriate responses to discussions.
	11.	Student will listen and respond to opinion to opinion of others.	Child can comment and respond to opinions of others.
	12.	Student will develop the ability to listen for enjoyment.	Child responds appropriately to stimuli presented in different forms (i.e., audio-visual).
	13.	Student will respond and react appropriately to oral information.	Student will be able to identify important facts.
	14.	Student will develop courteous listening habits, focus attention on speaker, wait to make comments when speaker is finished.	Teacher evaluation
	15.	Student will distinguish between one and two syllable words.	Student will be able to identify one and two syllable words.
	16.	Student will listen for subtlety of meaning and multiple word meaning in literature read aloud, movies, records, etc.	Child can identify subtlety of meaning as well as multiple meaning of words.
	17.	Student will listen to oral information and give appropriate response.	Student will be able to: --tell important facts --organize thoughts in sequence --summarize
	18.	Student will listen to more complex directions.	Student responds appropriately to directions given.
	19.	Student will develop ability to listen for emotion.	Student demonstrates appropriate reaction through dramatization or discussion.

LANGUAGE ARTS

ORAL COMMUNICATION

GRADES 4 THROUGH 8

SKILL		OBJECTIVE	ASSESSMENT*
LISTENING (Objectives not listed are covered in Grades 1 through 6)	7.	Student will listen to story, poem or event and retell in proper sequence	Student will have ability to identify proper sequence of story or event
	9.	Student will listen to verbal clues to identify an object	Student will have ability to identify object from verbal clues
	10.	Student will listen, follow, and participate in discussions	Student can contribute verbally with appropriate response to discussion
	11.	Student will listen and respond to opinion of others	Student can respond meaningfully and appropriately to opinions of others
	12.	Student will be able to develop the ability to listen for enjoyment or emotional response	Student responds or demonstrates appropriately to stimuli presented
	13.	Student will be able to respond and react appropriately to oral information	Student will be able to identify important facts and organize thoughts in sequence
	14.	Student will develop courteous listening habits, focus attention on speaker, wait to make response when speaker is finished	Teacher evaluation
	15.	Student will be able to determine the number of syllables heard in a word	Student can identify the number of syllables heard in a word
	16.	Student will be able to listen for subtlety of meaning and multiple word meaning in literature read aloud, movies, records, etc.	Student responds appropriately to direction given

*For formal assessments in Grades 4 and 7 use the Michigan Listening Test for Grade 4 and the Michigan Listening Test for Grade 7. Tapes and explanatory material are in the Basic Skills Assessment Box.

LANGUAGE ARTS--ORAL COMMUNICATION--GRADES 4 THROUGH 8

SKILL		OBJECTIVE	ASSESSMENT
LISTENING (Cont'd)	17.	Student will be able to listen to oral information and give appropriate response	Student will be able to identify important facts, organize information in sequence and summarize
	18.	Student will be able to listen to more complex directions	Student can respond appropriately to directions given
	19.	Student will be able to listen for emotions and motivations	Student can demonstrate an appropriate reaction through dramatization or discussion

LANGUAGE ARTS

ORAL COMMUNICATION

GRADES K, 1, 2, and 3

SKILL		OBJECTIVE	ASSESSMENT*
SPEAKING	1.	Student will be able to imitate sounds.	The child can imitate sounds.
	2.	Student will be able to present ideas orally by expressing personal needs, desires, and feelings.	The child verbally expresses his/her own personal needs, desires, and feelings (i.e., I am hungry, my stomach hurts).
	3.	Student will be able to develop oral communication basic to daily life.	The child verbally expresses needs basic to daily life (i.e., name, address, phone number, colors, etc.).
	4.	Student will be able to develop conversation in both formal and informal situations.	The child will share plans, experiences, information, and participate in group discussion (i.e., show and tell, newstime).
	5.	Student will be able to speak in complete sentences.	Teacher evaluation of the skill.
	6.	Student will be able to describe.	The student is able to describe pictures, life experiences, objects and/or characters and their feelings.
	7.	Student will be able to give information by developing key words, demonstrating spatial relationships, relative time concepts, and who, what, where, etc.	Student orally demonstrates an understanding of relative time concepts and spatial relationships as well as "wh" questions.
	8.	Student will be able to express self in articulate speech.	Teacher evaluation
	9.	Student will be able to express self in coherent manner.	Teacher evaluation

*Speaking Skills should be evaluated at the beginning of Grade 3 using the "Assessment of Speaking Skills" which is in the Basic Skills Assessment Box.

LANGUAGE ARTS--ORAL COMMUNICATION--GRADES K, 1, 2, and 3

SKILL		OBJECTIVE	ASSESSMENT
SPEAKING (Cont'd)	10.	Student will be able to use oral vocabulary at grade level or higher.	Student understands and uses oral vocabulary at grade level or higher.
	11.	Student will be able to express ideas using correct grammar.	Student demonstrates a growing consciousness of correct forms of speech.
	12.	Student will be able to interpret stories and plays by dramatization and story telling.	Student demonstrates progress in the ability to retell or dramatize
	13.	Student will be able to grow in social amenities and develop courteous speaking habits.	Teacher evaluation of: --use of please, thank you, excuse me, etc. --making necessary interruptions correctly --being tactful
	14.	Student will be able to read orally with expression that conveys meaning.	Teacher evaluation of expressive reading including: stress, intonation, volume, and pitch.
	15.	Student will be able to expand simple sentences using appropriate vocabulary.	The child will show ability to expand a simple sentence using adjectives and adverbs and phrases.
	16.	Student will be able to organize and present oral reports both formally and informally, using good introduction and conclusion.	Students will show growth in: --gathering facts from a variety of sources --reporting accurately --telling the sources of the facts
	17.	Student will be able to use words that express the intended meaning accurately.	Student has the ability to use words accurately for intended meaning.
	18.	Student will be able to use good introductory and concluding sentences.	Teacher evaluation

LANGUAGE ARTS

ORAL COMMUNICATION

GRADES 4, 5, and 6

SKILL		OBJECTIVE	ASSESSMENT*
SPEAKING (Objectives not listed are covered in Grades K through 3)	4.	Student will be able to develop conversation in both formal and informal situations.	The child will share plans, experiences, information, and participate in group discussions (i.e., reports, current events).
	6.	Student will be able to describe.	The student is able to describe pictures, life experiences, objects, and/or characters and their feelings.
	7.	Student will be able to give information by developing key words demonstrating spatial relationships, relative time concepts and who, what, where, etc.	Student orally demonstrates an understanding of relative time concepts and spatial relationships as well as "wh" questions.
	8.	Student will be able to express self in articulate speech.	Teacher evaluation
	9.	Student will be able to express self in coherent manner.	Teacher evaluation
	10.	Student will be able to use vocabulary at grade level or higher.	Student understands and uses oral vocabulary at grade level or higher.
	11.	Student will be able to express ideas using correct grammar.	Student shows a growing consciousness of correct forms of speech.
	12.	Student will be able to interpret stories and plays by dramatization and story-telling.	Student will demonstrate progress in the ability to retell and/or dramatize.

*Each student should complete the "Student Inventory of Classroom Speaking Experiences" for self-assessment of speaking skills in Grade 5. At the beginning of Grade 6, speaking skills should be evaluated by using the "Assessment of Speaking Skills" which is in the Basic Skills Assessment Box.

LANGUAGE ARTS--ORAL COMMUNICATION--GRADES 4, 5, and 6

SKILL	OBJECTIVE	ASSESSMENT
SPEAKING (Cont'd)	13. Student will be able to grow in social amenities and develop courteous speaking habits.	Teacher evaluation of: --use of please, thank you, etc. --making necessary interruptions correctly --tactfulness
	14. Student will be able to read orally with expression that conveys meaning.	Student is able to use proper stress, volume, intonation, and pitch.
	15. Student will be able to expand sentences using appropriate vocabulary.	The student will show ability to expand a sentence using adjectives, adverbs, and phrases.
	16. Student will be able to organize and present oral reports, both formally and informally.	Student will show growth in: --gathering facts from a variety of sources --reporting accurately --telling the sources of the facts
	17. Student will be able to use words that express the intended meaning accurately.	Student will be able to use words that say what is meant to be said.

ORAL LANGUAGE

ORAL COMMUNICATION

GRADES 7 and 8

SKILL		OBJECTIVE	ASSESSMENT*
SPEAKING (Objectives not listed are covered in Grades K through 6)	4.	The student will be able to develop conversation in both formal and informal situations.	The student will share plans, experiences, information, and participate in group discussions (i.e., current events, reports, debate).
	6.	Student will be able to describe.	Student is able to describe pictures, life experiences, objects and/or characters and their feelings.
	7.	Student will be able to give information by developing key words, demonstrating spatial relationships, relative time concepts, and who, what, where, etc.	Student orally demonstrates an understanding of relatime concepts and spatial relationships as well as "wh" questions.
	8.	Student will be able to express self in articulate speech.	Teacher evaluation
	9.	Student will be able to express self in coherent manner.	Teacher evaluation
	10.	Student will be able to use vocabulary at grade level or higher.	Student understands and uses oral vocabulary at grade level or higher.
	11.	Student will be able to express ideas using correct grammar.	Student shows a growing consciousness of correct forms of speech.
	12.	Student will be able to interpret stories and plays by dramatization.	Student demonstrates progress in the ability to interpret stories through dramatization.

*At the beginning of Grade 8, student should complete the "Survey of Attitudes Toward Classroom Speech Situations."

ORAL LANGUAGE--ORAL COMMUNICATION--GRADES 7 and 8

SKILL		OBJECTIVE	ASSESSMENT
SPEAKING (Cont'd)	13.	Student will be able to grow in social amenities and develop courteous speaking habits.	Teacher evaluation of: --use of please, thank you, etc. --making interruptions only when necessary --expressing polite mannerisms
	14.	Student will be able to read orally with expression that creates meaning.	Student is able to use proper stress, volume, intonation and pitch.
	15.	Student will be able to expand sentences using appropriate vocabulary.	Student will show ability to expand a sentence using adjectives, adverbs, and phrases.
	16.	Student will be able to organize and present oral reports both formally and informally.	Students will demonstrate growth in: --gathering facts from a variety of sources --reporting accurately --telling the sources of the facts
	17.	Student will be able to use words that express the intended meaning accurately.	Student will be able to use words which say what is meant to be said and give accurate information.
	18.	Student will be able to use good introductory and concluding sentences.	Teacher evaluation of: --pupil oral reports --pupil storytelling

BIBLIOGRAPHY

Bibliographical entries for references consulted in the Basic Skills Program Standards are listed in the Basic Skills Assessment System.